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ABSTRACT

This guide addresses distance learning programs as one approach to the alternative procedures identified by state regulations for use by Texas schools. The general introduction to procedures and regulations for use of distance learning that is provided in the first section briefly describes distance learning, eligible plan sponsors, course requirements, district policy, responsibilities of the program operator and district, distance learning program characteristics, and the importance of instructional design. The second section provides some background information and presents state standards and procedures in a concise package. Topics covered include: (1) Texas Education Agency (TEA) general requirements for distance learning courses; (2) TEA review of distance learning program plans; (3) quality standards; (4) funding for distance instruction; and (5) institutional arrangements. The third section covers the functions of TEA in distance learning including technical assistance, review and approval of plans, monitoring, reporting, and accreditation. Definitions used in this guide are appended. (MES)

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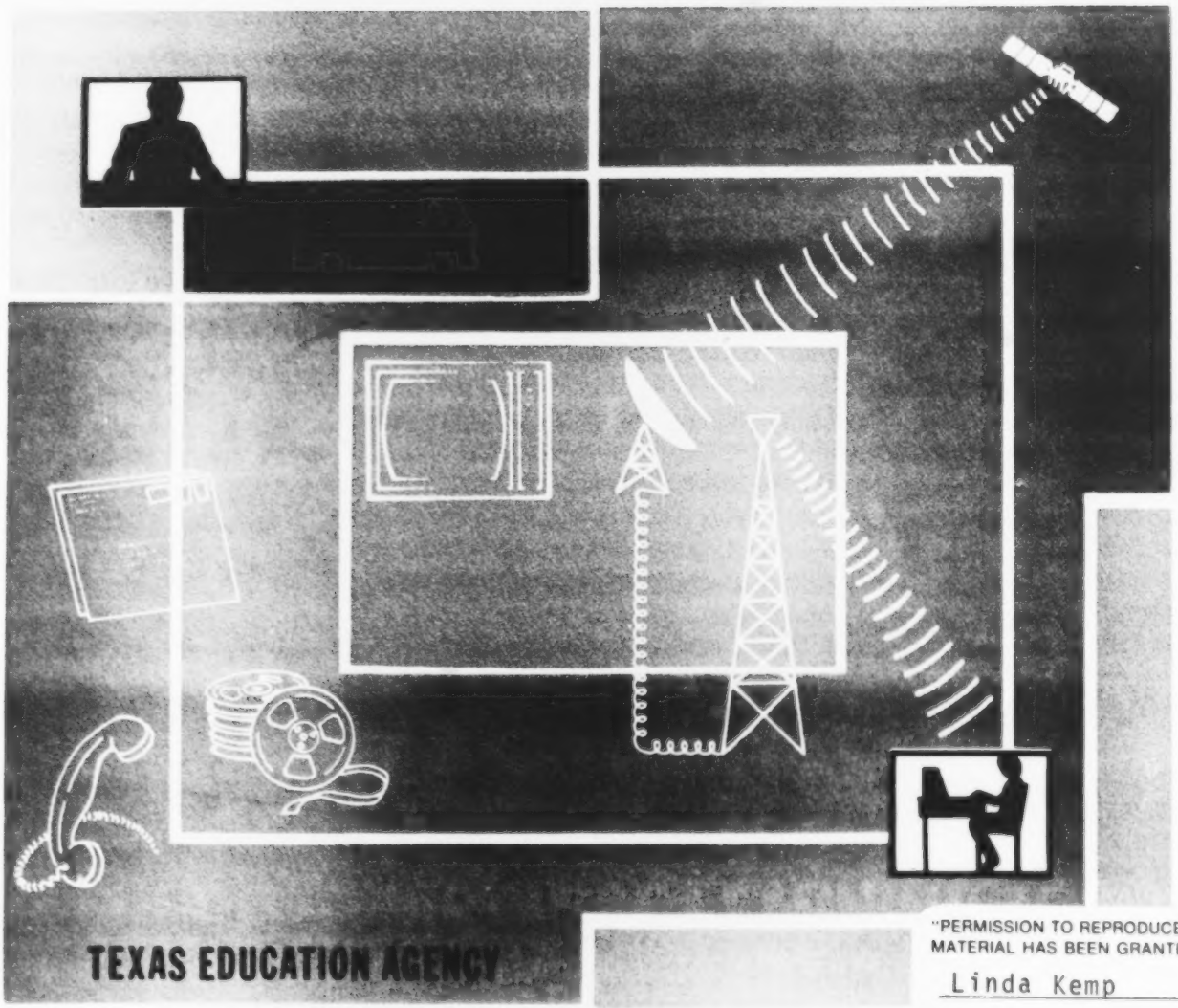

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This guide addresses distance learning programs as one approach to the alternative procedures identified by Chapter 75, Subchapter G, Other provisions 75.162.

Agencies that provide credit courses primarily by means of technology to more than a single school district may wish to review this guide prior to submitting a distance learning proposal/plan for TEA approval.

Schools that use or wish to use distance learning courses may use this information to learn about TEA standards and procedures for distance learning programs.

The Guide Parameters

School districts are encouraged to use alternative delivery systems to provide instruction in required essential elements and courses. One means is through the use of technology.

This guide applies to distance learning programs and alternative delivery procedures administered by one entity to serve more than one school district. Approval is not required for a distance learning program that applies only to interschool applications such as an intercampus or intracampus delivery system which serves only a single district and is solely operated or controlled by that district. Such operations are, of course, subject to principals, standards, and procedures for accreditation of school districts.

Generally, procedures described here will apply to the delivering of courses to students from remote sites primarily via technology-based means, regardless of whether or not real time interactions between the students and teacher involves two-way telecommunications. Self-contained interactive instructional materials which are designed to be a complete course of study and which will be used by more than one school district such as those which are videodisc-based and computer-based can also be considered to be distance learning courses.

Correspondence course-models or other models for distribution/communications which primarily use non-telecommunicated distribution systems and which are part of an alternative delivery procedure may be subject to other standards.

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I. Guide To Distance Learning as an Alternative Delivery Procedure

A. Introduction

Texas Education Agency receives plans for alternative delivery procedures including distance learning programs which rely on technological systems for delivery of instruction. Approval under these procedures is not required for delivery of inservice, advanced academic training, community and adult education and so forth, even though the same delivery system (technology, organization, facilities and methods) may be used as that for student credit courses.

Alternative Delivery: Chapter 75

Chapter 75, Subchapter G, Other Provisions 75.162, Options for Offering Courses.

(a) School districts shall use alternative delivery procedures to ensure that essential elements and courses are taught in accordance with the requirements of this chapter. All fees or other costs for students to participate in alternative delivery procedures shall be borne by the district. Districts are encouraged to utilize various strategies to meet such requirements including, but not limited to the following:

(1) Cooperatives. Two or more districts may arrange for the cooperative use of personnel, facilities or materials and equipment.

(2) Contracting. Districts may contract for the delivery of instruction with other school districts or other institutions approved by the Central Education Agency.

(3) Technology. Districts may choose from a variety of technological advancements including, but not limited to, computer-assisted instruction, interactive television and video-taped courses.

(4) Adjusted school week. One or more districts may deliver instruction within an adjusted school day or school week. A district wishing to implement the adjusted school day or school week concept shall submit a plan for implementation to the Commissioner of Education for approval.

(5) Other. Districts are encouraged to identify and utilize other procedures for providing instruction in courses where limited numbers of students will participate.

(b) Regional education service centers, in accordance with their responsibility to coordinate educational services and planning, shall provide assistance to school districts in developing and implementing such alternative delivery procedures.[1]

B. Distance Learning

Imaginative use of distance learning programs can be particularly suited to provide curriculum information and opportunities to further philosophy of the State Board of Education as expressed in Rule 75.1 relating to curriculum. This affirms that students should learn to be self-supporting and self-governing. It indicates that all students should have opportunities to be instructed in the well-balanced curriculum, regardless of place of residence. It attests that curriculum should promote and provide for credit based on student achievement levels rather than time on task.

[1]Distance learning techniques may involve alternative delivery procedures such as contracting, adjusted school week, cooperatives and technology as well as other procedures to provide instruction. A plan for implementation of alternative delivery methods for offering courses must be submitted to the Commissioner of Education. 1

A distance learning program is comprised of the delivery system and all support and management functions necessary to provide instruction, conduct evaluations and track student progress. It also provides access to information and support necessary for a student to have a reasonable opportunity to learn. The distance learning program must be managed to ensure test and record integrity, logistical support, supervision of student progress and appropriate personal contact. In addition, the integrity and effectiveness of self-instructional material must have been previously validated.

C. Eligible Plan Sponsors

TEA will review plans from school agencies (including districts, ESCs, colleges, universities and other training/educating institutions) that offer credit courses for public school students and which are to be delivered via technological advancements or technology-based systems.

TEA can hold public school agencies responsible for performance. Non-public agencies that may operate delivery systems for distance learning programs may not be accountable under the same authority. Therefore, a private agent which delivers distance learning courses should be co-sponsored by an accredited public school agency or other state approved entity before a plan for a distance learning program will be approved by TEA.

Distance learning courses may be offered by public or private agencies (co-sponsored by public school agencies). Such agencies must certify any course for which credit is granted or have such credit certified and granted by an accredited school district. A course is certified when an accredited public school agency will vouch for its quality and when similar courses of study are being taught by that agency under rules of the State Board of Education, or the Commissioner of Education approved the course offering under regulations for credit courses, correspondence courses or experimental courses and magnet programs.

A certified course may also be developed and managed by a recognized accredited school or training agency that accepts responsibility for the instructional design and quality of a course of study and is accredited by the Southern Association of Colleges and Schools or other accrediting agencies that are acceptable to the Commissioner of Education.

D. Course requirements

Distance learning credit courses must address essential elements as specified for Texas public school curriculum and meet other criteria established by the Commissioner of Education. The plan for delivery of such courses by technological or other means must also be approved by the Commissioner. Each distance learning program plan submitted for TEA approval should follow instructions in the "Instructions for Distance Learning Proposal/Plan."

The plan must specify the (1) courses to be taught, (2) teacher requirements, (3) delivery technology to be used or distribution system description, (4) details about student-site management (including methods to ensure student-teacher interaction), class environment and materials to be delivered/available, (5) methods of student evaluation, and (6) the self-evaluation design of the program.

Delivery Technologies

As technology has become less expensive and more sophisticated, distance learning has evolved techniques to take advantage of the tools. Video via telecommunications has been combined with two-way audio and linked by satellite. Personal computers may be linked into the network to send and receive printed responses, text and imbedded test/diagnostic questions. At the same time, videocassette recorders and computers may be used to store and later playback instruction and other information to supplement lessons distributed by telecommunications.

Such technology in combination increases the chances for teacher-manager interface with students, allows restudy and review as well as more student control over study time. In a well designed and managed distance learning application, the technology and techniques work well as alternatives to live on-site teaching. However, the technology alone neither improves nor slows learning. There must be appropriate planning, managing and evaluating of instructional design and techniques. There must be adequate on-site resources and local support.

Such processes, to be appropriate, must be congruent with the technological capabilities of the distribution system. The system should not attempt simply to emulate or replicate live on-site teaching. Special effort must be directed toward offsetting the limitations caused by distance and machine intercession. This may be particularly important for less mature or less confident students.

E. District policy

Schools that use alternative delivery procedures, as named in Chapter 75.162 rules for curriculum, should have written policies governing those options. Distance learning, which may use one or several of the options named, should at least have written policies for its governance. Each district's policies shall include responsibility for evaluating the instructional effectiveness of the delivery procedure as reflected by student mastery of intended skills and essential elements.

By granting credit, the school district accepts responsibility for the level of student achievement attained in distance learning courses. Therefore, the district and the operator of the delivery system must share responsibility for such things as class proctor performance, pre-course screening of students, and establishing student-site learning environments. However, the contracting district, by virtue of granting student credit, can be held responsible for the quality of instruction by distance learning.

F. Responsibilities of the Program Operator and District

Texas Education Agency recommends that the delivery system operator and each user-district agree on their respective responsibilities for:

1. Delivering instructional services to the student enrolled in distance learning courses
2. Identifying specific content areas or courses which are likely candidates for delivery by the methods being proposed
3. Establishing procedures for reviewing proposed courses

4. Determining enrollment procedures and course credit criteria
5. Developing budgets and keeping records
6. Defining the role of the faculty and the responsibilities of delivery system and district personnel including those on-site and those remote from students
7. Providing support services such as producing and delivering printed materials, library and counseling services
8. Course procedures regarding such things as text materials, orientation, student-faculty interaction, student papers, quizzes, exams, grading and make-up arrangements
9. Arranging telecommunications services if needed and terms and costs with telecommunications stations, cable companies, etc. This can also involve telephone lines, answering services and other arrangements for communications between students and faculty.
10. Developing any special arrangements for processing of correspondence between students and faculty
11. Developing schedules for quizzes, examinations and course evaluations
12. Establishing mechanisms for coordination of all aspects of the distance learning program
13. Making cooperative arrangements with other institutions to develop and deliver courses. Institutions are urged to work out arrangements that will permit cost-sharing and joint use of resources.
14. Designing public information programs about the distance learning program
15. Developing a plan for self-study and review of the distance learning program
16. Defining district and delivery system operator accountability for student achievement
17. Developing a plan for self-study and review of the distance learning program
18. Defining district and delivery system operator accountability for student achievement

G. District Learning Program Characteristics

Based on empirical evidence of various distance learning programs, each of the following is important for quality.

1. instructional design
2. student environment for learning
3. distribution and communications system
4. system management

According to reports in *Learning At A Distance: A World Perspective* and *Meeting Learners Needs Through Telecommunications, A Directory and Guide to Programs,* successful distance learning programs have the following characteristics:

1. high standards are established for their teachers and mediators (student-site contact persons; also called proctors, monitors, aides, etc.)
2. consistently train and retrain staff

3. carefully evaluate teaching sessions and/or the course packages before distribution by telecommunications or other means
4. ensure that there are provisions for easy communications between students, instructors and proctors
5. develop rigorous and valid testing programs which provide rapid response times and feedback loops
6. package the course content
7. provide ready accessibility to resources such as mediators and ample audiovisuals, print and other media for student use

Technology-based instruction can increase student chances for personalized instruction and be equal to or superior to some on-site teaching or other alternatives in respect to learner achievement. Therefore, evidence of student learning is of primary importance in gauging the program regardless of the type of technological uses, student-site environment and sophistication of the instructional presentation.

H. The Importance of Instructional Design

Agencies originating distance learning courses are urged to design instructional strategies to fit the medium of delivery. Courses which are relatively little more than taped lectures and straight transitions from classroom techniques should be avoided where feasible. Because of the intercession of distance and devices between the teacher and student, new instructional techniques, varied uses of material and modification of class management may be appropriate.

Teachers of distance learning courses often must spend extra time in pre-course preparation. Converting on-site managed instruction (OMI) courses to technology-based delivery can involve re-analysis of the objectives and sub-objectives of each unit of a course to help clarify redevelopment into distance learning lessons. Such activity can generate ideas for designing presentations which fit the available technology. Design may involve technology production skills and may incorporate imbedded practice and relevant activities to stimulate and motivate the learner.

Good instructional design attends to the management of students. Attention to learner accountability and motivation is very important. Appropriate behavior by proctors greatly aids learning. Conversely, the best distance learning course and teacher efforts can easily be defeated by poor proctors at the student study sites. Therefore, understanding of the joint responsibilities of district staff and the distance learning teacher is of particular importance.

II. TEA Standards and Procedures

This section contains state standards and procedures governing distance learning programs. Rather than be of a general descriptive and orientation nature—in the character of Section I—they are meant to be a package of concise governance standards. Therefore, they may repeat information contained in Section One. Although of primary interest to agents of distance learning delivery systems, they also should guide district procedures.

A. Background

Texas Education Agency has given approval, on a course by course basis, for programs which propose to offer courses for high school credit via television. Within the last several years, there has been expansion in the number of agencies wanting to offer credit courses via television. Procedures for approval of proposed programs for distance learning have now been established.

Distance learning programs may use several alternative delivery procedures as mentioned in Chapter 75 as options for offering courses to ensure that essential elements and courses are taught. The following will govern distance learning when it is used as an alternative procedure for delivery of instruction in public schooling.

B. Section I: General Requirements

1. Distance learning courses used by Texas public school agencies must be of a quality analogous to that of regular teacher on-site classroom credit courses. Such traditional courses will be referred to in this guide as On-site Managed Instruction (OMI).
2. Technology-delivered credit courses that have been approved by the Texas Education Agency and are being offered by an agency which has an approved plan for distance learning will be considered as a regular element of the school curriculum for purposes of funding, reporting and accreditation.
3. If an institution objects to the transmission or other insertion of courses by another institution into what it regards as its geographic service area, and if an agreement between the institutions cannot be reached, the Commissioner of Education will consider the matter in accordance with State Board of Education rules. TEA will follow this procedure until experience indicates a need for a different procedure.
4. TEA will consider similar criteria and review procedures for technology-based delivery of all courses which public school agencies sponsor for credit.

C. Section II: Review of Distance Learning Program Plans

A private or public supported agency interested in offering distance learning courses for credit in public schools must present a plan for a distance learning program for approval by TEA. The format and topics to be addressed are outlined in "Instructions for Distance Learning Program Proposal/Plan."

TEA will consider an agency's plan as an initial effort to deliver distance learning. Once approved, the program will undergo periodic review by Texas Education Agency staff or designees. This may involve study of issues raised by the use of telecommunications and other technology-based delivery methods.

Once TEA approves a plan, the applying institution must request authorization to offer additional courses that are substantially different from those that were part of the initial distance learning delivery plan. Examples are: new courses in the same subject but which are to be offered for different grade levels or courses with substantially different student objectives/essential elements and new courses in subject areas not formerly offered in the program.

Distance learning courses which are not on the list of approved courses from Subchapters C or D of 19 TAC Chapter 75 must first be approved through appropriate procedures which may apply to honors courses or experimental/magnet program courses or High-School-Credit-for-College courses or advanced placement courses or credit by examination.

D. Section III: Quality Standards

1. Standards

The plan and proposals for individual distance learning courses must comply with the following standards:

a. Courses of study must meet the quality standards maintained in OMI courses for public schools.

b. A course chosen for presentation should be among those listed in Chapter 75, Subchapters C and D or designated as experimental/magnet, honors, correspondence, High School Credit For College or advanced placement. Courses for local credit only do not need approval.

c. A student enrolled in a distance learning course for public school credit must satisfy the same requirements for admission and performance as would be expected if enrolled in the course taught in the traditional on-campus manner.

d. Appointment of faculty responsible for distance learning instruction should be in accordance with the standards and procedures required for public school teachers or aides normally employed for OMI, unless otherwise approved by TEA.

e. Procedures for evaluation of teachers of record for distance learning courses must be analogous to those used for the evaluation of teachers of record for on-campus classroom credit courses.

f. Procedures for evaluation of distance learning course organization, content and delivery must be equivalent to those used by the district for its evaluation of OMI.

g. Each course must include procedures for monitoring and assessing student performance. These procedures—such as written exercises, student products and examinations—must be the same as or analogous to those used in comparable OMI credit courses. Achievement standards in distance learning courses will be as rigorous as those for OMI credit courses.

h. Each course must provide for timely communications between students and teachers regarding student progress and performance.

i. Agencies are encouraged to develop innovative methods to deliver quality instruction to large numbers of students while ensuring acceptable levels of student performance

and individual development. Wherever distance learning course instruction permits the enrollment of substantially greater numbers of students than would normally be taught in an OMI course, the agency delivering the course **and/or** the credit-granting school will be expected to justify the use of special methods to ensure quality instructional management for each student or assign additional staff in appropriate numbers.

j. Each course must provide for real-time interaction between the student and the faculty for the course. As a minimum, this interaction should include:

   (1) an orientation session or sessions at the beginning of the course; these may be conducted by teleconferences such as by television, radio, telephone, and

   (2) periodically scheduled sessions between student and faculty members either on an individual basis or in a group setting, and

   (3) provision for unscheduled access by the student for advice or consultation with an appropriate faculty member; such access may be by telecommunications and/or face-to-face. In practice, the degree of person-to-person contact should increase as the median student age decreases.

k. Each student enrolled in a distance learning course shall have access to all the academic support services which the credit granting institution provides for students enrolled in OMI courses. Such support services include academic advising, counseling, library and other learning resources, tutoring or remediation services, etc. In addition, students enrolled in these courses shall have access to campus events and other non-academic activities on the same terms as students enrolled in OMI courses.

l. Instructional materials for the distance learning course should be evaluated and selected by professional educators. Preferably a team should be used that has competence in the content, instructional methods and technology delivery techniques being used.

2. Waivers for Distance Learning

Waiver may be granted by TEA for:

a. class size ratios established for OMI (with rationale satisfactory to the Commissioner of Education)

b. requirements that classes be conducted on school owned property (assuming district liability is maintained)

c. time-in-class requirements for students (waived only if a course has been previously verified to the satisfaction of the Commissioner of Education that the course as designed will cause attainment of skills at defined levels equivalent to traditional on-site classes and if distance learning methods allow self-paced learners to complete mastery sooner than state mandated time requirements.)

d. requirements that students have proximity to libraries and information centers (if access can be guaranteed to similar information-bases via technology or other means)

3. Maintenance of Standards

To assure the maintenance of high standards in distance learning courses, the following review and evaluation measures will be taken:

a. Institutional Self-Study: Each agency which operates a distance learning program to

deliver courses will conduct a self-study of its instructional program the first year and once every three years thereafter, beginning from the time the first course was delivered. The self-study report will address in part the following:

(1) Summary information regarding courses offered, courses taught, student enrollments, student attrition and other information if required by the Texas Education Agency

(2) Identification of strengths and areas that need improvement in its distance instruction program including any comparisons with OMI in the same courses.

(3) Identification of the instructional program's future needs, goals and proposals for accomplishing these goals.

b. Statewide Review: At least every five years, TEA will review distance learning as an element of public schooling.

c. Annual reports may be required by the Texas Education Agency from all agencies involved in the use of or delivery of distance learning courses and additional information may be requested.

E. Section IV: Expenditures for Distance Instruction

To determine the adequacy of funding for distance learning procedures, the direct operating expenditures for instruction delivered by distance learning programs may be monitored on the basis of reports from public schools and the agencies which deliver distance learning.

F. Section V: Institutional Arrangements

Distance learning shall be a joint responsibility of the agency providing the instruction and the credit-granting agency. Tasks specific to each agency should be mutually agreed upon and included as part of contracts between the parties involved.

III. Texas Education Agency Functions

The Texas Education Agency role regarding distance learning will focus on technical assistance, review and approval of plans, monitoring, accreditation, and reporting.

A. Technical assistance

1. The guide for distance learning is provided on request.
2. Agency staff are available to discuss the applicable procedures and guidelines.
3. Agency staff will offer advice concerning distance learning, technology-based instructional delivery systems and other related matters to established units of the public school system.

B. Review and approval

1. Texas Education Agency will receive proposals for programs of delivering credit courses by technological devices and systems.
2. Plans will be reviewed and approved or negotiated until approved or denied, based on criteria and judgment of the Commissioner of Education.
3. Amendments to approved plans must be submitted for approval prior to implementation and shall be subject to similar review procedures as required for the initial plan.

C. Monitoring and reporting

1. Distance learning programs will be monitored and evaluated at least once every five years according to TEA criteria and State Board of Education rules. The program may also be reviewed in the course of accreditation and compliance monitoring by TEA. Quality of instruction, learner achievement, distribution systems, site support, program administration and the quality of services may be investigated.
2. TEA will review public school curriculum and school practices affected by distance learning programs.
3. TEA may ask districts for information which identifies courses offered by alternative delivery methods.
4. Special reports from selected user districts may be required.
5. For purposes of statewide review of distance learning, as needed, the Commissioner of Education may appoint an advisory committee with representatives from school districts, higher education and other agencies experienced in operating distance learning programs.

D. Accreditation

1. Distance learning courses shall be subject to accreditation standards applicable to school districts when the courses are reviewed in the normal course of accreditation visits. The on-site student environment and district infrastructure to support distance learning courses will receive attention. Reports extracted from accreditation visits may be developed for state uses.
2. Accreditation or compliance programs may require that district records be maintained about distance learning classes.

Appendix

Definitions for this Guide

1. Alternative delivery procedure: any of the items 1-5 or any combination thereof listed in Subchapter G, 75.162, Options for Offering Courses, from Chapter 75.

2. Distance learning program: an arrangement of people and resources with a curriculum, teachers of record, management and evaluation procedures and a delivery system to deliver some or all of the instruction for a course of study to students not in proximity of the teacher of record during instruction.

3. Distance learning: a process of learning wherein the student receives instruction by some means of delivery rather than a person-on-site in the physical presence of the student. Most often distance learning is televised, but telephone and other telecommunications as well as correspondence and self-instructional audiovisual media are also used. Certain adaptations in teaching methods and instructional design are made to fit the delivery system. Effectiveness of the delivery is in large part dependent on the instructional design factors rather than the technological devices being used. As in any credit course, factors such as student characteristics, texts and other media, tests, instructional presentation and management of the learner are key to the learning gains.

4. Technology-based delivery system: distribution of information (for example instruction) via technology such as telecommunications, computers and video devices.

5. Certified course: a course of study for credit units accruable for Texas school graduation and which is created and/or verified by an accredited public school agency to be of good instructional quality.

References

1. *Meeting Learners Needs Through Telecommunications: A Directory and Guide to Programs,* by Raymond Lewis, Center for Learning and Telecommunications, AAHE (American Association of Higher Education), Washington, D. C., 1983.

2. *Learning At A Distance: A World Perspective,* by John Daniel, Martha Stroud and John R. Thompson, (eds.), Athabaca University/International Council for Correspondence Education, Edmonton, Canada, 1982.

3. *A Directory of Traditional and Alternative Education,* Chapters IV, VII, XI, XV, National Association of State Approved Colleges and Universities (NASACU), 1984-85.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
GE7 301 04

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